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AUTHOR Harty, Harold
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ABSTRACT

Preservice teachers' evaluations of community-based experiences in poor minority settings are the central concern of this report. The preservice teachers were subjects in an experimental program developed as a model for the preparation of teachers to work in a multicultural society with children who have been least effectively served by society. Field sites included inner city and desegregated suburban schools, bilingual schools, and Indian reservations. The evaluations cover the following 13 areas: (1) awareness of unique social and economic problems that the least-served encounter; (2) understanding of the life styles of those in the midst of poverty; (3) awareness of positive attributes significant to society found among poor minority groups; (4) competencies developed for alleviating some of the educational and social problems; (5) strategies to aid society to respect, understand, and appreciate the cultural heritage of minority groups; (6) understanding the impact of poverty on children's developmental tasks and learning styles; (7) cognizance of cultural patterns in the child's environment that often conflict with school expectations; (8) sensitivity to ways in which minority groups react to social conflict; (9) strategies that might be used to bridge the gap between the culture of home and school; (10) strategies for building a positive self-concept among minority group children; (11) awareness of community political structures that enhance or deny the poor access to the larger society; (12) acquisition of skills to help minority children develop competencies needed to cope with society external to the school; and (13) self-awareness of the influence a teacher might have on individuals from a different culture. (MM)

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PRE-SERVICE TEACHER'S EYE VIEW OF PRE-STUDENT TEACHING COMMUNITY-BASED EXPERIENCES IN POOR MINORITY SETTINGS

HAROLD HARTY

division of teacher education
321 education building
indiana university
bloomington, indiana 47401

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The object is to reconnect the schools with the larger community, not through the conventional field trip, but through some continuing experience.

Charles Silberman
Crisis in the Classroom

One of the tremendous challenges facing contemporary American education is that of providing equal educational opportunities for the children and youth of the urban and rural poor. Teacher trainers unwillingly agree that the public schools as a whole have not been able to meet their educational responsibilities toward pupils from socially and economically deprived backgrounds. The "war on poverty" has brought into focus serious educational and social problems of the poor in America. Educational institutions and community agencies have launched major programs to combat the problems of disadvantaged youth, especially among minority groups living in urban or rural communities. Guidelines for change in teacher education developed by institutions of higher education, public school systems, and the federal government often reflect limited insight into the attitudes, life styles, and problems of the culturally disadvantaged, especially those populations which have a legacy of poverty and isolation often spanning a period of a century or more.

The Need/Rationale

In a society that is growing more culturally pluralistic, action is needed to make more field-based experiences possible for preservice teachers with pupils and adults whose racial, social, religious, and cultural backgrounds differ from those of so-called mainstream populations. Concerned proponents of cross-cultural teaching and living experiences for preservice teachers are many. The prestigious American Association of Colleges for Teacher Education (AACTE) has endorsed the

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HAROLD HARTY is *assistant professor of education* and *associate director for dissemination and external proposal development*, Division of Teacher Education, Indiana University-Bloomington.

concept of cultural pluralism and has issued various statements in support of more relevant preparatory programs (AACTE, 1973). Stent, Hazard and Rivlin (1973), also vitally concerned, stated:

> The melting-pot ideology has failed. Society is splintered and the youth of America desperately are seeking their identity. Cultural pluralism is both a fact and concept which has not been given due recognition. The fact that the United States includes citizens of diverse cultures cannot be challenged. The extent to which the non-white cultures have been disenfranchised or made invisible varies but their existence is a fact. Moving from fact to concept, however, opens the door to useful examination. Once cultural pluralism is viewed conceptually as well as affectively, its implications for education and teacher education can be explored.
>
> (Stent, Hazard & Rivlin, 1973, p. 13)

There is a tremendous gap between the preservice teacher's will to work in multicultural schools and community agencies and the ability of colleges or universities to prepare him/her for, and place him/her in, the desired cultural setting(s). It is not enough to offer culturally-oriented courses and seminars on campus. Further, it is unrealistic to continue to place preservice teachers in campus schools, in the local school system, or in "their back-home community." Despite the widespread journal, verbal, and conference/convention podium support for multicultural education, far too little is being done today. B. O. Smith (1969) remarked:

> But instead of preparing teachers to be at ease with children of any social origin, the colleges are typically preparing teachers for children who are much like themselves. ... On the contrary, teachers should be trained to work with the cultural and social background of each child.
>
> (B. O. Smith, 1969, p. 11)

It is also nearsighted not to recognize that marriage, adventure, general population mobility, the present oversupply of elementary school teachers, or reformist zeal are locating many teacher education graduates far distant from their college region or home state. This means that many would-be mainstream

preservice teachers will apply for positions in unfamiliar cultural settings where they will encounter their first Latino, native American, or rural black pupils. Yet, departments and/or divisions of teacher education operate preparation programs on a parochial basis. Gezi and Myers (1968), in an examination of teacher training elements necessary for teaching children of poverty-stricken subgroups, stated:

> The teacher should become familiar with the subcultures of the disadvantaged. An understanding of the child's family structure, home environment, modes of behavior, cultural traditions and values can help the teacher guide the child's learning more effectively. For instance, by realizing that the tempo of living in Mexico is slower than in America, the teacher may not place a premium on speed in evaluating the work of the Mexican-American child.
>
> (Gezi & Myers, 1968, p. 146)

Preservice teachers must begin to know and understand children of poor minority parents. Perhaps there is no better way to know, understand, and appreciate an individual than to know and understand his/her home situation. This is especially important when the preservice teacher comes from a different cultural background. It appears that preservice teachers should have a variety of extensive "live-in" experiences in which they develop some sensitivity to the community in which a considerable number of their potential pupils live. Poor minority children, like all other children, bring to the elementary school the customs and mores of their family and community. Recently, much evidence exists which tends to indicate that the best place to prepare preservice teachers in the cultural heritage of the pupils they wish to teach is away from the college or university. Although it seems that much of the preparation of preservice teachers occurs in school buildings, consideration might be given to moving the cultural training elements to nonschool settings such as neighborhood centers or community agencies.

A Teacher Preparation Program

Dawson (1973) advocated three types of cultural experiences necessary for the preparation of preservice teachers who plan to teach in multicultural settings. Dawson defined "exploratory experiences" as activities which introduce preservice teachers to a situation or environment with which the prospective teacher has had little or no experience. "Developmental experiences" are those designed to give the preservice teacher an opportunity to gain some facility in working with children within the culture of poverty and allow opportunities for collecting data on the life styles and problems of the poor. And lastly, and perhaps the most important type of experience, are the "intensive experiences" where the preservice teacher works with the poverty-stricken on a daily basis and lives in that community for a period of six to eight weeks.

The sequence of education courses included in this undergraduate elementary education program was "Urban and Rural Problems" (introductory course), "Human Development and Poverty" (educational psychology course), "Aesthetic Experiences for the Disadvantaged" (art education course), "Mathematics for Elementary Teachers" (mathematics course), "Mathematics in the Elementary School" (mathematics education course), and "Interdisciplinary Approach to Curriculum" (curriculum theory and instructional media course). These courses were taught on campus where students were required to spend one full day a week in a poverty setting (community agency or elementary school) implementing ideas or skills acquired with minority children. In the semester just prior to student teaching, the preservice teachers enrolled in the most extensive, intensive and unique experiences (Dawson, 1973) in the program, "Experiment in Multicultural Living." In this fifteen semester hour course the preservice teachers were on campus for fifteen full days and nine evenings meeting in seminar and workshop sessions which fulfilled partial certification credit requirements for methods in the "Teaching of Reading and Language Arts," "Teaching of Elementary School Science,"

and "Teaching of Elementary School Social Studies." During the eight to twelve week community living component, the preservice teacher completed his/her academic requirements in the above methods courses by implementing knowledge, skills and/or strategies acquired in the campus-based seminars and workshops while working with poor whites, blacks, Latinos, and native Americans in rural or inner city community agencies, E.S.E.A. Title I elementary schools, migrant worker camp educational facilities, or reservation schools. The community component usually involved nearly a semester away from the University working with youngsters in the areas of reading/language arts, social studies, and science. The preservice teachers are supervised by local field-based perceived leaders functioning as certified adjunct professors of the University; the methods profs (faculty of the Center for Multicultural Education) responsible for reading/language arts, social studies, and science also made two full-day visits per semester per site for purposes of supervision.

The subjects utilized for purposes of this study were preservice teachers involved in academic and community experiences prior to the classical student teaching experience. These experiences focused on the human dimension of the culture of poverty. Throughout the campus-based and the community living components of the program, the preservice teachers were expected to engage in learning pursuits which would direct attention to the problems which influence the lives of children living in poverty. As a result of exposure to this experience, it was hoped that the prospective teacher would develop a desire to go into poverty pockets upon graduation and create teaching/learning situations which place a major emphasis on educational experiences that are meaningful to children who are least served by society. The "Experiment in Multicultural Living" is the focal point for developing a model for the preparation of preservice teachers to work with children who have been least effectively served by society and whose evaluation by preservice teachers is the essence of this paper.

The Investigation

The objective of this study was to examine the reactions of the involved preservice teachers to their community-based experiences in poor minority settings. The major concern was that of formative evaluation. When change in teacher preparation features the implementation of new processes and practices, there is the need to first conduct descriptive evaluations designed to assess competence, values and attitudes, implementation strengths and weaknesses, and the goals of the university, community groups, and preservice teachers. The kinds of data collected were used for decision-oriented or formative purposes. The evaluation effort used information collected from all levels for decision making and desirable program improvement.

Generally, the framework for assessing the degree to which the community component succeeded in achieving its planned objectives focused on the need for a variety of evaluation techniques. In order to guarantee some degree of success, the formative phase specifically contained mechanisms for change and improvement based on a continuous flow of feedback data regarding the effectiveness of the community component in achieving its specified objectives. This phase of the evaluation assessed the degree to which the treatment aspects were functioning. The objectives for the community component, which the preservice teachers evaluated and provided helpful information about were:

I. To become aware of the unique social and economic problems which the least-served encounter.

II. To develop an understanding of the life styles of least-served groups and others living in the midst of poverty.

III. To develop an awareness of the positive attributes found among minority groups and other poor people which might be significant to the larger society.

IV. To develop competencies which might be used to alleviate some of the educational and social problems found among children living in depressed areas.

V. To develop strategies or ways which might be used to get members of the larger society to respect, understand, and appreciate the cultural heritage of minority groups.

VI. To develop an understanding of the impact of poverty on children's developmental tasks and learning styles.

VII. To become cognizant of cultural patterns in the child's environment which often conflict with school expectations.

VIII. To become sensitized to ways in which minority groups react to social conflict.

IX. To develop teaching and learning strategies which might be employed to bridge the gap between the culture of the home and the school.

X. To develop strategies for building a positive self-concept among minority groups.

XI. To develop an awareness of existing political structures in the community which can be of value to the poor, as well as those structures which deny the poor access to the larger society.

XII. To acquire skills for helping children living in poverty areas develop competencies which they need in order to cope with society external to the school.

XIII. To develop self-awareness of the influence a teacher, as a person, might have on an individual from a different cultural setting.

Description of Subjects:

The subjects used to evaluate the community placement sites were preservice teachers matriculating in the undergraduate Multicultural Educational Development Program at Indiana University-Bloomington. These fifty first-semester senior elementary education majors opted into the program during their sophomore year. The data to be displayed and discussed in subsequent sections of this paper were collected from three groups of preservice teachers: twenty-three from Wave #1 (Summer Semester of 1973), eleven from Wave #2 (Spring Semester of 1974), and sixteen from Wave #3 (Summer Semester of 1974).

The community-based placement sites, both school-based and non-school-based, were screened (one-half day visit with interviews by faculty per site) and selected from a wide geographic area as being representative of the State of Indiana with the exception of a few special cases. The locations of the community-based

sites used were: inner city (Indianapolis, Ind., East Chicago, Ind., Gary, Ind., Evansville, Ind., Terre Haute, Ind., South Bend, Ind., Louisville, Ky., Chicago, Ill., Memphis, Tenn., and London, England); rural (Madison, Ind. and Lost Creek, Ky.); bilingual (Indianapolis, Ind. and South Bend, Ind.); desegregated suburban (Phoenix, Ill. and South Holland, Ill.); and Indian reservations (Arizona and South Dakota).

Instrumentation:

A questionnaire, "Evaluation of Program Objectives-Experiment in Multicultural Living" (APPENDIX A), was developed to capture the responses of the preservice teachers. This instrument was based on the previously listed thirteen program objectives. The questionnaire was composed of thirteen triad items (total number of individual items = 39). The preservice teachers were asked to assess the presence of their achievement of the given program objective by rating it on a one (perceived negative) to five (perceived positive) continuum of a Likert-type scale. The first portion of the item triad surveyed the absence to the abundant presence of the given variable/dimension/objective; the second part of the triad focused on the quality of the activities engaged in at the community site (ill-chosen and ineffective to very effective activities) for achieving the objective; and the third segment of the triad dealt with the number of opportunities available to achieve the given objective (far too few opportunities to more than enough opportunities). Ample lined space was also provided for optional preservice teacher open-ended commentary following the item triad for each program objective.

Procedures:

The instrument "Evaluation of Program Objectives-Experiment in Multicultural Living" (APPENDIX A), was administered to the preservice teachers by the science methods prof during his last supervisory visit to the given community-based site.

This usually occurred during the last week of the experience. For Wave #1 the questionnaire was administered during the week of August 6, 1973, for Wave #2 the week of April 29, 1974, and for Wave #3 the week of August 5, 1974.

Data Analyses:

Fifty evaluation questionnaires (APPENDIX A) were filled out and returned. These consisted of 23 preservice teachers from Wave #1 (Summer, 1973), 11 preservice teachers from Wave #2 (Spring, 1974), and 16 preservice teachers from Wave #3 (Summer, 1974). All thirty-nine items on all questionnaires received a numerical response. Four research questions (RQ's) were asked:

RQ_1: Are there any differences concerning the achievement of the program objectives with regard to their evaluation by the preservice teachers?

RQ_2: Are there any differences among Waves I, II, and III of the preservice teachers in reference to the evaluation of the achievement of the program objectives?

RQ_3: Are there any differences between the placement settings (school-based and non-school-based) of the preservice teachers with respect to the evaluation of the achievement of the program objectives?

RQ_4: Are there any differences among the cultural origins (Anglo, Afro, and Latino) of the preservice teachers in view of the evaluation of the achievement of the program objectives?

Based on the ratings of the thirteen program objectives (39 items on the questionnaire) on the one (perceived negative) to five (perceived positive) continuum of a Likert-type scale, RQ_1 was analyzed and the findings described by way of means, standard deviations, medians, modes, and ranges (TABLE 1) along with frequencies and percentages per continuum interval. RQ_2, RQ_3, and RQ_4 were examined and the results explained through the use of the nonparametric statistical treatment chi-square where a significant difference had to exhibit a probability that was less than .10 ($p < .10$). A more liberal approach ($p < .10$) was taken instead of the conventional probability statements ($p < .05$) or ($p < .01$). Quantitative findings for all RQ's were supplemented by selected preservice teacher open-ended commentary as it pertained to a given program objective.

The Findings

Although often confusing and misleading, and often misinterpreted, it is always interesting to examine the demographic dimensions of people, places, and things associated with data coming from interactions with children. There were twenty-three preservice teachers from Wave #1, eleven from Wave #2, and sixteen from Wave #3. When considering the type of community setting, fifteen preservice teachers were placed in school-based settings (Title I elementary schools, bilingual migrant schools, and reservation schools) and thirty-five were placed in non-school-based settings (Neighborhood Centers, Community Centers, YMCA/YWCA's, Child-Day-Care Centers, Summer 4-H Programs, Rehabilitation Centers and Church-Related Activity Centers. When taking into account the cultural origin of the preservice teachers, thirty-one were Anglo, seventeen were Afro and three were Latino. Demographically, the number of preservice teachers per arbitrarily classified community-type were one in a bilingual rural school, eight in black inner city schools, three in black suburban schools, three in Indian rural schools, twenty-eight in black inner city non-school-based settings, one in a white suburban community agency, four in bilingual non-school-based settings, and two in white (Appalachian) rural agencies.

I. Awareness of Unique Social and Economic Problems Which the Least-Served Encounter:

Examination of the responses by way of frequencies and percentages per continuum interval for this program objective found most (38 of 50 possible responses, or 76%) of the total responses occurring within intervals four and five, indicating that the preservice teachers were developing above average awareness of the social and economic problems of the poor. A mean response of 3.98 (TABLE 1) also gave evidence as to awareness acquisition. The activities which they engaged in were perceived as effectively contributing to developing

TABLE 1

EVALUATION DATA FOR PROGRAM OBJECTIVES

OBJECTIVES	ITEMS/VARIABLES	Mean	S.D.	Median	Mode	Range	Chi-Square Demo Variable	Chi-Square P
I.	AWARENESS OF UNIQUE SOCIAL AND ECONOMIC PROBLEMS WHICH THE LEAST-SERVED ENCOUNTER							
	1. no awareness (1) to a great deal of awareness (5)	3.98	1.15	4.22	5	4		
	2. ineffective activities (1) to very effective activities (5)	3.88	1.10	4.05	4	4		
	3. no opportunities (1) to more than enough opportunities (5)	3.50	1.13	3.56	3	4		
II.	UNDERSTANDING OF THE LIFE STYLES OF THOSE IN THE MIDST OF POVERTY							
	4. no understanding (1) to a great deal of understanding (5)	4.00	1.13	4.25	5	4		
	5. ineffective activities (1) to very effective activities (5)	3.62	1.18	3.85	4	4		
	6. no opportunities (1) to more than enough opportunities (5)	3.35	1.11	3.33	3	4		
III.	AWARENESS OF POSITIVE ATTRIBUTES FOUND AMONG POOR MINORITY GROUPS HAVING SIGNIFICANCE TO SOCIETY							
	7. no awareness (1) to a great deal of awareness (5)	4.02	1.08	4.30	5	4		
	8. ineffective activities (1) to very effective activities (5)	3.59	1.10	3.80	4	4	Setting	.07
	9. no opportunities (1) to more than enough opportunities (5)	3.59	0.96	3.68	4	4		
IV.	COMPETENCIES DEVELOPED TO BE USED TO ALLEVIATE SOME OF THE EDUCATIONAL AND SOCIAL PROBLEMS							
	10. no competencies (1) to a great deal of competencies (5)	3.88	0.98	4.00	4	4		
	11. ineffective activities (1) to very effective activities (5)	3.68	1.04	3.80	4	4		
	12. no opportunities (1) to more than enough opportunities (5)	3.51	1.14	3.60	4	4		
V.	STRATEGIES TO GET SOCIETY TO RESPECT, UNDERSTAND, AND APPRECIATE THE CULTURAL HERITAGE OF MINORITY GROUPS							
	13. no strategies (1) to extensive number of strategies (5)	3.43	1.21	3.40	3	4		

TABLE 1 (Cont'd)

EVALUATION DATA FOR PROGRAM OBJECTIVES

OBJECTIVES	ITEMS/VARIABLES	Mean	S.D.	Median	Mode	Range	Chi-Square Demo Variable	Chi-Square P
	14. ineffective activities (1) to very effective activities (5)	3.42	1.13	3.38	3	4	Wave	.06
	15. no opportunities (1) to more than enough opportunities (5)	3.23	1.15	3.19	3	4		
VI.	UNDERSTANDING OF THE IMPACT OF POVERTY ON CHILDREN'S DEVELOPMENTAL TASKS AND LEARNING STYLES							
	16. no understanding (1) to a great deal of understanding (5)	3.84	1.26	4.13	4	4		
	17. ineffective activities (1) to very effective activities (5)	3.49	1.23	3.71	4	4		
	18. no opportunities (1) to more than enough opportunities (5)	3.51	1.16	3.73	4	4	Setting	.02
VII.	COGNIZANCE OF CULTURAL PATTERNS IN CHILD'S ENVIRONMENT WHICH OFTEN CONFLICT WITH SCHOOL EXPECTATIONS							
	19. no cognizance (1) to a great deal of cognizance (5)	4.02	1.03	4.19	5	4		
	20. ineffective activities (1) to very effective activities (5)	3.65	1.02	3.79	4	4		
	21. no opportunities (1) to more than enough opportunities (5)	3.65	1.16	3.77	4	4		
VIII.	SENSITIVITY TO WAYS IN WHICH MINORITY GROUPS REACT TO SOCIAL CONFLICT							
	22. no sensitivity (1) to a great deal of sensitivity (5)	3.86	1.13	4.07	4	4	Wave	.007
	23. ineffective activities (1) to very effective activities (5)	3.47	1.16	3.59	4	4		
	24. no opportunities (1) to more than enough opportunities (5)	3.46	1.16	3.62	4	4		
IX.	STRATEGIES WHICH MIGHT BE USED TO BRIDGE THE GAP BETWEEN THE CULTURE OF THE HOME AND THE SCHOOL							
	25. no strategies (1) to an extensive number of strategies (5)	3.72	1.01	3.88	4	4		
	26. ineffective activities (1) to very effective activities (5)	3.68	0.98	3.80	4	4		
	27. no opportunities (1) to more than enough opportunities (5)	3.53	1.06	3.59	4	4		

TABLE 1 (Cont'd)

EVALUATION DATA FOR PROGRAM OBJECTIVES

OBJECTIVES	ITEMS/VARIABLES	Mean	S.D.	Median	Mode	Range	Chi-Square Demo Variable	Chi-Square P
X.	STRATEGIES FOR BUILDING A POSITIVE SELF-CONCEPT AMONG MINORITY GROUP CHILDREN							
	28. no strategies (1) to an extensive number of strategies (5)	4.19	1.07	4.50	5	4		
	29. ineffective activities (1) to very effective activities (5)	3.96	1.09	4.14	5	4		
	30. no opportunities (1) to more than enough opportunities (5)	3.79	1.18	3.97	5	4		
XI.	AWARENESS OF COMMUNITY POLITICAL STRUCTURES WHICH ENHANCE OR DENY THE POOR ACCESS TO THE LARGER SOCIETY							
	31. no awareness (1) to a great deal of awareness (5)	3.54	1.37	3.86	5	4	Setting	.04
	32. ineffective activities (1) to very effective activities (5)	3.29	1.35	3.46	4	4	Wave Setting	.07 .09
	33. no opportunities (1) to more than enough opportunities (5)	3.08	1.41	3.15	4	4		
XII.	ACQUISITION OF SKILLS TO HELP MINORITY CHILDREN DEVELOP COMPETENCIES NEEDED TO COPE WITH SOCIETY EXTERNAL TO THE SCHOOL							
	34. no skills (1) to an extensive number of skills (5)	3.80	1.06	3.93	4	4		
	35. ineffective activities (1) to very effective activities (5)	3.55	1.04	3.68	4	4		
	36. no opportunities (1) to more than enough opportunities (5)	3.33	1.18	3.46	4	4		
XIII.	SELF-AWARENESS OF THE INFLUENCE A TEACHER MIGHT HAVE ON INDIVIDUALS FROM A DIFFERENT CULTURE							
	37. no self-awareness (1) to a great deal of self-awareness (5)	4.37	0.95	4.63	5	4		
	38. ineffective activities (1) to very effective activities (5)	4.08	1.06	4.29	5	4		
	39. no opportunities (1) to more than enough opportunities (5)	4.00	1.04	4.16	5	4		

this awareness (mean = 3.88). The prospective teachers were not as positive, however, about the number of opportunities the community sites provided as revealed by a mean of 3.50. No differences were found by way of chi-square as to wave, setting, or cultural origin.

A number of preservice teachers felt that they had become more aware by way of general living experience, the physical makeup of the local community, or through interactions with parents rather than with their superiors or co-workers at the placement sites. From the open-ended comments, it appeared that those preservice teachers who had the opportunity or took the initiative to interact with parents in the child's home really had their "eyes opened" with regard to social and/or economic problems.

II. Understanding of the Life Styles of Those in the Midst of Poverty:

Inspection of the data by way of frequencies and percentages per continuum interval for this program goal reflected that most (37 out of a possible 50 responses, or 74%) of the total responses fell in intervals four or five, signifying a considerable development of an understanding of the life style of those in the midst of poverty. A group mean score of 4.00 (TABLE 1) was also representative of rather thorough understanding on the part of the preservice teachers. When considering the quality of activities provided by the settings, a mean numerical response of 3.62 indicated above average effectiveness. Eight prospective teachers (17%) expressed concern about a limited number of provided opportunities by rating them with a raw score of one or two; these lower ratings are compatible with a somewhat less positive mean of 3.35. There were no differences as defined by chi-square among waves, settings or cultural origins.

Some trainees felt that they had acquired a fairly good understanding of poor people as a result of their campus-based course work taken prior to the community-based field work. Understanding seemed to develop when preservice

teachers took the children on field trips or when lessons were conducted away from the physical community site. Two prospective teachers summed up their experience with respect to life styles of poor children as follows:

> Although I did become aware of the life styles of these children, I found that their individual needs, partly due to life styles, were my main concern and I did not concentrate on specific life styles. For example, Bernadine, an Indian child, had certain needs. I did not concentrate on dealing with Bernadine as an Indian, but as a child with needs that many children have.(PT #1121016) ... I was able to visit in the homes and have contact with my children's parents. I found that I was accepted and this enabled me to further understand the behavior of the children.(PT #3321049)

III. Awareness of Positive Attributes Found Among Poor Minority Groups Having Significance to Society:

Looking at the results by way of frequencies and percentages per continuum interval for this program objective revealed that a greater number (35 out of a possible 50 responses, or 70%) of the total ratings were found in intervals four and five, implying that prospective teachers gained substantial awareness of the positive attributes of poor minority groups. Examination of the data by measures of central tendency (TABLE 1) exhibited a mean of 4.02, a median of 4.30, and a mode of 5 which further substantiated the above average degree of awareness-acquisition. Both the quality of the activities and the number of opportunities provided received group means of 3.59 which revealed above middling satisfaction on the part of the would-be teachers. Turning to differences obtained by way of chi-square, dissonance existed as to the quality of provided activities. A significance level of .07 gave the impression that those preservice teachers placed in non-school-based settings judged the provided activities as being more effective and conducive to the development of awareness of positive attributes than did those prospective teachers in school-based settings.

Most, if not all, preservice teachers commented liberally about acquiring much awareness. Two trainees' comments were negative in flavor; they were concerned about certain agency staff members not being too sensitive toward this

objective. Three prospective teachers became deeply involved and noted:

> I have found compassion and sensitivity among some, and much determination and leadership qualities in others. (PT #1121019) ... Yes, all of the minority groups that are represented by the children I am working with have positive attributes. However, I have been dealing with the positive attributes of these children as children, and not from a specific minority group. (PT #1121016) ... I feel my development in this area has come through observing in the classroom and realizing the positive and negative affects presented through classroom organization and management. (PT #1111003)

IV. Competencies Developed to Be Used to Alleviate Some of the Educational and Social Problems:

Analysis of the responses by way of frequencies and percentages per continuum interval for this program goal reflected that most (37 out of a possible 50 responses, or 74%) of the ratings occurred in intervals four and five, exemplifying above average achievement of this objective. A mean numerical response of 3.88 (TABLE 1) also gave the impression that more than half of the trainees were developing these competencies. The activities which they engaged in were perceived as effectively contributing to the development of these competencies (mean = 3.68). The prospective teachers emphasized that the number of opportunities provided by the community site was adequate (mean = 3.51), but more could have existed. No differences worth noting were obtained through the use of chi-square.

Prospective teachers were not too specific with regard to their commentary, with the exception of developing competence in the areas of second language acquisition (Spanish), techniques for individualizing instruction, and sensitivity toward others. As one preservice teacher put it:

> The situation I was in offered me a great deal of opportunities to see what does not work well with these types of children and how to approach these children with activities that do work. (PT #1111003)

V. Strategies to Get Society to Respect, Understand and Appreciate the Cultural Heritage of Minority Groups:

Probing the data by way of frequencies and percentages per continuum interval for this program objective reflected that only 46% (23 out of a possible 50 responses) of the total responses could be found under the rubric of four or five. Eleven of the preservice teachers responded with a one or two which indicated that none or just a few strategies or ways were developed by which these individuals could get members of the larger society to respect, understand, and appreciate the cultural heritage of minority groups. A mean of 3.43 (TABLE 1) was also indicative of mediocre achievement of this objective. Of all the objectives evaluated, this one received the lowest overall rating by the preservice teachers. As far as the quality of the activities and the quantity of opportunities provided to enhance the attainment of this goal, both received rather middling ratings as signified by means of 3.42 and 3.23 respectively. When considering differences as defined by chi-square, a significance level of .06 was obtained. This value gave evidence that the preservice teachers of Wave II rated the quality of the activities provided by their community-based sites as being more ineffective than those provided for Waves' I and III preservice teachers.

Some of the potential teachers felt they were not out "to save the world;" thought they might be perceived as "intruders" by the "bureaucrats" of the community organizations; wanted to focus on developing their own respect, understanding, and appreciation; or did not want to be labeled as individuals possessing a "crusader complex." However, several of the community interns made concerted efforts toward the development of strategies. A few would-be teachers sized up the situation this way:

> Strategies I developed were not as extensive as they could have been, but the most extensive one I developed was setting a good example in my own actions. In the type of situation I was in, it did not warrant anything else but good examples and helpful suggestions.(PT #1111003) ... I have spoken to people outside of the teaching profession about various children and minority

> groups that I am in contact with. I do not know if this has lead to respect, understanding, and appreciation. I feel that these sincere things take a long time to develop. (PT #1121016) ... Our first priority has been to develop pride among the children. (PT #2221025) ... I have found that people locally tend to have a low opinion of the poor. (PT #2221027) ... You have to move slow and tread softly to gain people's confidence. (PT #2221028) ... I came in contact with a few people from other organizations who wanted to know more about the community agency and treated the children respectfully. Still, I feel that more awareness must exist among the majority in order to give these children a fair chance. (PT #3321049)

VI. Understanding of the Impact of Poverty on Children's Developmental Tasks and Learning Styles:

A scan of the responses by way of frequencies and percentages per continuum interval for this program objective found that most (37 of 50 possible responses, or 74%) of the total responses fell within intervals four and five, indicating that for the most part prospective teachers were developing an understanding of the impact of poverty on children's cognitive development and learning. A group mean-numerical-response of 3.84 (TABLE 1) was also indicative of above average understanding. Preservice teachers perceived the quality of the activities they engaged in as being somewhat effective (mean = 3.49). The number of opportunities provided by the community-based sites were deemed to be adequate as revealed by a mean of 3.51. Differences were also found through the use of chi-square at the .02 level, where prospective teachers placed in non-school-based settings emphasized that they were provided more opportunities to achieve this program objective than preservice teachers placed in school settings.

Trainees' comments ranged from lengthy exposés to "inherent in merely being there." However, some prospective teachers were rather astute in their observations and commented accordingly:

> I do believe that poverty is the big problem; however, basic misunderstandings by whites and the government have been the major cause for student learning problems. (PT #1111010) ... Some special examples--one child's lack of sufficient sleep caused problems; many toothaches and a few hungry kids made working in the classroom very difficult for some children. (PT #1111001) ... The first half of my summer work showed that most of all a

> teacher's understanding of the child's background plays a most essential part in the learning and development of a child. The lack of structure and poor attitude in the classroom was not conducive to a good learning situation.(PT #1111003) ... How can one learn when his home life is in constant turmoil!? ... I have learned a lot about the values of the kids downtown compared to the kids on the hill.(PT #221026)

VII. Cognizance of Cultural Patterns in the Child's Environment Which Often Conflict with School Expectations:

Examination of the data by way of frequencies and percentages per continuum interval for this program goal revealed that most (37 out of a possible 50 responses, or 74%) of the total responses occurred in intervals four and five, signifying above average cognizance of cultural patterns in the child's environment which often conflict with school expectations. A mean of 4.02 (TABLE 1) also gave the impression that most of the trainees were cognizant of these cultural patterns. Both the quality of the activities and the number of opportunities provided received group means of 3.65, which represented above middling satisfaction on the part of the would-be teachers. There were no differences as defined by chi-square among the waves, settings or cultural origins.

Most prospective teachers observed many conflict situations; however, they stated they could not come up with solutions very readily. In many cases they discussed these problems with officials of the community-based site and with a few interested parents. Some preservice teachers commented quite freely and frankly:

> Behavior patterns, respect for authority, and property are large areas of conflict. We demand these yet some kids never know what respect is until they are away from the home.(PT #1121019) ... Controlling revenge (and usually violent revenge) as a worthwhile and important goal.(PT #1111001) ... Becoming more aware of these problems (their family especially) will greatly aid me as a classroom teacher.(PT #1121016) ... This was quite evident in the situation I was in. Behavioral and discipline expectations were not what they should have been for these types of children.(PT #1111003) ... This was more than evident with the migrant children. Their entire life style conflicts with school expectations.(PT #1113002) ... I could write a book

about this (well, maybe just a chapter). Language problems and just regular racial problems are almost unbelievable. (PT #2221024) ... Saw an incredible amount of these situations. (PT #2211034)

VIII. Sensitivity to Ways in Which Minority Groups React to Social Conflict:

Inspection of the data by way of frequencies and percentages per continuum interval for this program goal showed that most (37 out of a possible 50 responses, or 74%) of the total response occurred in intervals four and five, indicating that most of the preservice teachers were becoming sensitized to the ways by which minority groups react to social conflict. A group mean of 3.86 (TABLE 1) also denoted above average sensitivity-acquistion on the part of the trainees. Turning to the perceived effectiveness of the activities and the number of opportunities provided in order to achieve this objective, both received mean numerical-responses of 3.47 and 3.46 respectively. There appeared to be considerable disagreement among the prospective teachers with respect to Wave III. A chi-square value significant at the .007 level revealed that interns in Wave III perceived themselves developing much more sensitivity to the methods employed by minority groups when reacting to social conflict than those preservice teachers in Waves I and II.

Prospective teachers' comments were very brief; responses such as "definitely," "at least once every hour" or "violently" were very common among the open-ended responses. However, three lengthy responses seemed worthy of quotation:

> If busing can be termed as social conflict then I was exposed to a few reactions of minority students to this. (PT #1111009) ... Much more physical and verbose (obscenities) --not too rational. (PT #1121019) ... Most definitely! By taking field trips and watching the kid's reactions, others proved to show how many insignificant events suddenly turned significant. (PT #3311049)

IX. Strategies Which Might Be Used to Bridge the Gap Between the Culture of the Home and the School:

Looking at the results by way of frequencies and percentages per continuum interval reflected that most (34 of out a possible 50 responses, or 68%) of the total responses were ratings of four and five, representing a rather adequate development of teaching and learning strategies which might be employed to bridge the gap between the culture of the home and the school. A group mean of 3.72 (TABLE 1) also symbolized above average strategy development. The preservice teachers evaluated the quality of the activities engaged in as having mediocre effectiveness (mean = 3.68). The number of opportunities provided by way of the community sites was also perceived as slightly above average (mean = 3.53). No significant ($p < .10$) chi-square values were calculated which gave evidence of agreement among the perceptions of the preservice teachers with regard to the somewhat lower rating concerning the achievement of this objective.

Some potential teachers mentioned that they visited the homes of selected students, while others talked with parents (mothers only) at the community-based site. Four preservice teachers noted that they attempted to attack the problem by way of their direct interactions with children:

> Some of my activities really bridged the gap; examples are the photo essay; language experience stories, etc.(PT #1111001) ... I placed emphasis on their own cultural aspects and made these relevant to them in the classroom setting.(PT #1111003) ... If you are interested in the child this will be carried home and vice versa. A child brought me a corn stalk because he knew we would be talking about the farm and thought I could use it for science.(PT #3311036) ... I tried to find "turn on" points and work from there. Many times it is hard to keep motivation going.(PT #3321049)

X. Strategies for Building a Positive Self-Concept Among Minority Group Children:

Analysis of the responses by way of frequencies and percentages per continuum interval for this program goal revealed that most (39 out of a possible 50 responses = 78%) the total responses were within categories four and five,

indicating the development of an extensive number of strategies for building a positive self-concept among minority group children. A group mean of 4.19 (TABLE 1) also typified successful perceived achievement of this program objective. Of all the objectives evaluated by the prospective teachers, this one received the second highest rating. Operationally complementing this high rating were also high means of 3.96 for the quality of activities and 3.79 for the number of opportunities provided; both were judged as having enhanced the fulfillment of this objective. No defined differences were found by way of chi-square, exemplifying concordance among the respondents when considering wave, setting-type and cultural origin.

Most preservice teachers commented liberally and reported that in their activities and lessons they emphasized the development of a positive self-concept and understanding of others. A few prospective teachers commented in somewhat specific but precious terms:

> I gave them as many compliments and positive reinforcement as I could. I also gave them responsibility and independence. (PT #1121019) ... Individual care and concern as well as individual assignments.(PT #1111001) ... Improvement has not only been shown by the children, but my self-concept has been improved.(PT #1121015) ... Their self-concept doesn't seem to relate to the fact that they are of a minority.(PT #2221025) ... Shed a few tears with this one.(PT #3321044) ... Worked hard on this and was often frustrated, but was very supportive toward children.(PT #3321045) ... I dealt mostly with this. (PT #33221048) ... We worked on "working together as a group," which proved to be quite a task. But this is what the kids needed. Many enjoyed working and sharing together.(PT #3321049)

XI. Awareness of Community Political Structures Which Enhance or Deny the Poor Access to the Larger Society:

Probing the data by way of frequencies and percentages per continuum interval revealed that only 60% (30 out of a possible 50 responses) of the total responses were rated with either a four or five. Fourteen of the prospective teachers (28%) responded with a one or two which tended to indicate little or no development of an awareness of community political structures that enhance or deny the poor access to the larger society. A mean response

of 3.54 (TABLE 1) was also indicative of the mediocre achievement of this program objective. Of all the objectives evaluated, this one received the second lowest rating by the preservice teachers. When considering the quality of training activities, a group mean of 3.29 represented middling effectiveness as perceived by the interns. Of all the activities engaged in related to the program objectives, this set received the lowest mean numerical response. A mean of 3.08 denoted that the number of opportunities provided for awareness development was less than desirable. When taking into account all of the program objectives, prospective teachers viewed that this objective was provided with the fewest number of opportunities with respect to fulfillment. Turning to difference as defined by chi-square, a value significant at the .04 level indicated that preservice teachers placed in non-school settings developed greater awareness of influencing political structures than those placed in school settings. A chi-square also significant at an .09 level revealed that prospective teachers in non-school-based settings judged that the quality of the activities was more effective than those trainees placed in school-based settings thought. A significant chi-square ($p < .07$) was also calculated where preservice teachers of Wave II perceived the quality of the activities to be more effective than did those prospective teachers of Waves I and III.

Open-ended responses to this item-triad was very limited; however, a few trainees alluded that politics played a major role in the hiring of agency staff; it was also assumed by the same respondents that these individuals were not qualified to interact with children. Three preservice teachers voiced themselves rather adamantly:

> I have never seen such nepotism-everybody working here is a cousin of everybody else.(PT #3321046) ... Two of the most incompetent staff members are always bragging about the number of votes they "are good for."(PT #3321048) ... A community center can be an excellent place to become aware of these influences especailly if one goes to board meetings and finds how the center is run and the influencing forces behind it.(PT #1121005)

XII. Acquisition of Skills to Help Minority Children Develop Competencies Needed to Cope with Society External to the School:

Scanning the responses by way of frequencies and percentages per continuum intervals for this program goal implied that most (34 out of a possible 50, or 68%) of the total tallies occurred in intervals four and five, symbolizing that the preservice teachers were developing skills for helping poverty-stricken children develop competencies needed to cope with society external to the school. A group mean of 3.80 (TABLE 1) also represented above average skill acquisition. The activities which they engaged in were perceived as effectively contributing to the development of skills (mean = 3.55). The prospective teachers were not as positive, however, about the number of opportunities the community sites provided as revealed by a mean of 3.33. No differences were found by way of chi-square.

Once again, open-ended commentary was limited. Most of the statements were very general; however, a few prospective teachers commented specifically with regard to this aspect:

> Exposure to the outside of school environment, social interaction with peers and adults.(PT #1121019) ... My relationships in settings different from that of which I was accustomed to. (PT #1111003) ... The main skill is attempting to close the language gap.(PT #1113002) ... I have also tried to concentrate on developing survival skills in math and reading for the kids who are capable.(PT #2221028)

XIII. Self-Awareness of the Influence a Teacher Might Have on Individuals from a Different Culture:

Examination of the data by way of frequencies and percentages per continuum interval for the program objective found that most (44 out of a possible 50 responses, or 88%) of the total responses were scored as either a four or five, indicating that most of the preservice teachers had little or no problems developing cognizance of their influence as teachers on individuals from different cultures. A group mean of 4.37 (TABLE 1) also revealed that the prospective teachers developed a great deal of self-awareness. When considering

all of the program objectives, this one received the highest mean numerical rating. The quality of the activities provided by the community sites was judged as being very effective (mean = 4.08). This group mean was the highest of all of those rated by the would-be teachers. The number of opportunities provided to develop self-awareness was deemed by the interns as more than enough (mean = 4.00). When taking into account all of the objectives, the greatest number of opportunities for objective-achievement was found with respect to developing cognizance on the part of the preservice teachers as to their influence on children from other cultures. There were no differences as defined by chi-square.

In the section provided for open-ended commentary, most prospective teachers made attempts at generally summing up their experiences. A few, however, responded poignantly to the question:

> I had a more positive self-concept of my ability to deal with others different than myself.(PT #1121019) ... Although I might be from a different cultural setting than these children, I care about them and they know it; we can work together; although there might be differences, there are also similarities. Not only do these children need love, they also need discipline.(PT #1121016) ... Evaluation of my own relationship with the children and their responses, attitudes, and feelings communicated to me. Also, I was made aware by the type of feedback I got from my peers and supervisors.(PT #1111003) ... I gained much in terms of my respect and knowledge of an American Indian community in an urban setting where problems of poverty and discrimination are evident and real.(PT #1111009) ... So many times I've felt like "Miss White Middle Class" yet we all are people before we're any race or culture.(PT # 2221024) ... The one thing I have learned most here has been people. They have added a tremendous amount to my education as a person. The more I am exposed to, the more I'll be able to accept and cope with as a teacher.(PT #2221028) ... I think that this never stops developing.(PT #2211034) ... The pupils in this school not only needed a teacher but also a person who would take out the time to listen to them and walk home with them. The biggest joy of the whole thing was when a child hugged me after I praised him for listening (PT #3311036) ... Learned very quickly not to judge and to react as positively as possible, but developed honest feeling with the children.(PT #3321045) ... I developed some good interpersonal communication with some of my children. I became quite aware of their problems, strengths, and weaknesses.(PT #3321049)

A Discussion

When making any conclusions from this study, considerable thought must be given to the use of populations instead of samples. Preservice teachers and community-based settings were not selected by classical random sampling techniques. The preservice teachers and the community-based settings may not be representative of other populations. These findings should be restricted to this group of preservice teachers and this collection of community placement sites, and not applied to all populations in general. In addition to the restrictions imposed by the use of populations, generalization of this study is further limited by the small population sizes of the involved preservice teachers and community-based settings.

Summary:

Fifty preservice teachers were selected to evaluate their experiences in pre-student teaching community-based placement sites with respect to the achievement of thirteen program objectives, the quality of the engaged-in activities, and the number of opportunities provided for objective achievement. The development of self-awareness of the influence a teacher might have on individuals from a different culture was rated (mean = 4.37) as having the highest degree of achievement; the development of strategies for building a positive self-concept among minority group children was assessed (mean = 4.19) by the preservice teachers as the objective being achieved to the second highest degree. When considering the objectives which were perceived as having little or no fulfillment, the development of strategies to get society to respect, understand, and appreciate the cultural heritage of minority groups received the lowest rating (mean = 3.43); and the development of an awareness of community political structures which enhance or deny the poor access to the larger society was deemed as exhibiting a next-to-lowest degree of achievement (mean = 3.54). In relation to differences obtained by way of chi-square, a significant value ($p < .007$) revealed that preservice teachers in Wave III perceived themselves developing

much more sensitivity to the methods employed by minority groups when reacting to social conflict than those prospective teachers in Waves I and II. Also, a chi-square value significant at the .04 level indicated that preservice teachers placed in non-school settings developed greater awareness of influencing political structures which enhance or deny the poor access to the larger society than those prospective teachers placed in school settings. No significant differences were found with respect to the cultural origin of the prospective teachers.

When taking into account the quality of the activities provided by the community-based sites for objective achievement, the most effective set of activities (mean = 4.08) was associated with the development of self-awareness of the influence a teacher might have on individuals from a different culture. The second most effective activity-set (mean = 3.96) was related to the development of strategies for building a positive self-concept among minority group children. When considering those activities which were perceived as the least effective by the preservice teachers, the development of an awareness of community political structures which enhance or deny the poor access to the larger society was rated the most ineffective (mean = 3.29) set of activities. The activities provided for the achievement of the objective dealing with the development of strategies to get society to respect, understand, and appreciate the cultural heritage of minority groups was judged (mean = 3.42) the second most ineffective activity-set. Turning to differences defined through the use of chi-square, a significance level of .07 gave the impression that those preservice teachers placed in non-school-based settings evaluated the provided activities for the development of an awareness of positive attributes of poor minority groups which have significance to society as being more effective than did those prospective teachers in school-based settings. The chi-square value significant at the .06 level gave evidence that the preservice teachers of Wave II rated the quality of the provided activities

for the development of strategies to get society to respect, understand, and appreciate the cultural heritage of minority groups as being less effective than those provided for Waves I and III preservice teachers. A chi-square value significant at an .09 level revealed that prospective teachers found in non-school-based settings judged that the quality of the activities were more effective than did those interns placed in school-based settings with respect to the development of an awareness of community political structures which enhance or deny the poor access to the larger society. A significant chi-square ($p < .07$) was also calculated where preservice teachers of Wave II perceived the quality of the activities associated with the development of an awareness of influencing community political structures to be more effective than did those prospective teachers of Waves I and III. Again, no significant differences were found among the evaluations of the program objectives with regard to the cultural origin of the preservice teachers.

In view of the amount of opportunities provided for the achievement of the stated objectives, the greatest number of opportunities (mean = 4.00) were provided for the development of cognizance of the influence a teacher might have on an individual from a different culture. The second highest rating by the preservice teachers (mean = 3.79) was associated with the development of strategies for building a positive self-concept among minority group children. When considering the objective where there was the least number of opportunities for achievement, the development of awareness of community political structures which enhance or deny the poor access to the larger society received the lowest rating (mean = 3.08). The development of strategies to get society to respect, understand, and appreciate the cultural heritage of minority groups was judged by the prospective teachers as being that objective where the next-to-fewest (mean = 3.23) number of opportunities were provided for attainment. In relation to differences obtained by way of chi-square, a

significant value ($p < .02$) indicated that would-be teachers placed in non-school-based settings emphasized that they were provided more opportunities to develop an understanding of the impact of poverty on children's developmental tasks and learning styles than were preservice teachers based in school settings. No significant differences were found with regard to the wave of the prospective teachers; once again, no significant differences were calculated with respect to the cultural origin of the preservice teachers.

Recommendations:

Because of budgetary considerations basically, and due to other constraints, this investigation has limitations. The assumption of causality cannot be made concerning the relationships between the perceived achievement of the program objectives by the preservice teachers and their actual performance with children. This is because of a lack of direct observation of the preservice teacher's functioning, and idiosyncrasies associated with the preservice teacher's role in a given community placement site. Patterns of preservice teacher behaviors and their influence on children probably vary from community site to community site. Data are needed to determine whether it is the community site characteristics, preservice teacher characteristics, or the interaction effects of both which allow for uncontrollable extraneous variance.

This investigation was intended to serve as an exploratory endeavor which hopefully would lead to similar or related refined studies. Because of the selection techniques used on subjects, the use of populations, and a host of uncontrolled extraneous variables, there must be further refinement before any broad generalizations may be considered. It is hoped that this study will stimulate continued investigation on the processes and products resulting from similar kinds of community involvement. Hopefully, research will ultimately clarify many of the roles and functions of preservice teachers in this type of

setting, and will enable the intervention of preservice teachers to have a greater impact on the community and its youth as well as on future teacher preparation in general.

Based on the implicit and explicit findings of this field study concerning preservice teachers' evaluations of a pre-student teaching community-based experience in poor minority settings, given similar program objectives, preservice teachers, and community settings, the following conjectural statements have been generated for possible examination in future studies:

- Non-school-based settings are more desirable than school-based settings for preparing and providing learning experiences for prospective teachers in the community cultural heritage of poor minority groups.
- The cultural origin of preservice teachers (Afro, Anglo, Latino, etc.) plays no significant role or makes no difference in the evaluation of objective achievement or skill/awareness acquisition.
- Preservice teachers develop self-awareness of the influence a teacher, as a person, might have on individuals from different cultural settings.
- Prospective teachers develop strategies for building a positive self-concept among minority group children.
- Preservice teachers do not develop strategies or ways which might be used to get members of the larger society to respect, understand, and appreciate the cultural heritage of minority groups.
- Prospective teachers develop an awareness neither of existing political structures in the community which can be of value to the poor nor of those structures which deny the poor access to the larger society.

In Parting:

As we plan for teacher education in the late seventies it appears imperative that public school educators, teacher trainers, and the federal government recognize that the roots of many of the teaching/learning problems are in school-community relations. Hunter (1974), in a historical examination of multicultural education in this country, asserted:

> There is agreement among many analysts that one cause of these conditions is the fact that there has not been adequate national commitment to education and the educational enterprise. Nor is

> there a real tangible, enduring sensitivity to the vicissitudes of multicultural education and its necessity for relevant learning, and to the integrity of contributing influencing factors in a pluralistic society. The elimination of this undesirable, non-American condition requires an educational system prioritized and geared to accommodate cultural diversity. It will also require educators adequately prepared and favorably inclined to work effectively with children of different ehtnic groups and/or other cultural identities.
>
> (Hunter, 1974, p. 1)

There have been many social and educational inequalities perpetrated upon our least served populations (blacks, Latinos, native Americans, and poor whites) right in our own backyards. Teacher education, more than ever, should come to be seen as a vehicle for enabling social action and equality of opportunity, In many teacher preparation institutions a single set of course experiences has been developed as the teacher education program. These sets of courses serve neither the variety of needs and interests of preservice teachers who enroll in them nor the needs of the culturally pluralistic school systems which eventually employ them as graduates of the program. Preservice teachers, more than ever, are lamenting the need for first-hand experiences and are seeking opportunities different from the conventional preparation program. One prospective teacher wrote this comment expressing his/her dissatisfaction, which presently is perceived as becoming the rule instead of the exception:

> I was getting tired of listening to broad stereotypes of different groups of people. You can't really learn about any group of people by reading a book or seeing a movie or hearing someone from a different group spout stereotypes about other groups. You have to live it and see it in field experiences. (PT #1111009)

Despite the widespread dissemination for the support of multicultural education, few teacher preparation institutions are really providing cross-cultural experiences for prospective teachers where they can interact in depth with the culturally disadvantaged. Preservice teachers usually reflect the cultural background in which they have been reared. It is fairly safe to

assume that prospective teachers usually fail to see the effects of their cultural heritage on their interactions or to modify their interactions with pupils who have different cultural backgrounds, unless they are specifically trained to do so. In a society that is growing more culturally pluralistic, program designs in teacher education need to provide experiences for prospective teachers with pupils and community adults whose social, racial, religious or cultural backgrounds differ from the mid-American. Presently dissonance exists between the preservice teacher's willingness to gain experiences in multicultural schools and community agencies, and the ability of teacher preparation institutions to place prospective teachers in desired cultural settings. This type of training cannot come from the typical campus classroom but results from a great deal of field experience and intensive analyses of other cultural settings.

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APPENDIX A

"Evaluation of Program Objectives - Experiment in Multicultural Living"

Based on your participation in this fifteen semester-hour-block of experiences, to what degree do you feel you have achieved the following objectives:

(A) Circle the number which best shows your relative position or reaction on the continuous scale.
(B) Comment(s) sections are optional.

I. Have become aware of unique social and economic problems which the least-served encounter:

1. Developed no awareness	1	2	3	4	5	Developed a great deal of awareness
2. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
3. Far too few opportunities provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s): _____

_____

II. Have developed an understanding of the life styles of least-served groups and others living in the midst of poverty:

4. Developed no understanding	1	2	3	4	5	Developed a great deal of understanding
5. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
6. Far too few opportunities provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s): _____

_____

III. Have developed an awareness of the positive attributes found among minority groups and other poor people which might be significant to the larger society:

7. Developed no awareness	1	2	3	4	5	Developed a great deal of awareness

8. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
9. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

IV. Have developed competencies which might be used to alleviate some of the educational and social problems found among children living in depressed areas:

10. Developed no competence	1	2	3	4	5	Developed a great deal of competence
11. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
12. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

V. Have developed strategies or ways which might be used to get members of the larger society to respect, understand, and appreciate the cultural heritage of minority groups:

13. Developed no strategies	1	2	3	4	5	Developed an extensive number of strategies
14. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
15. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

VI. Have developed an understanding of the impact of poverty on children's developmental tasks and learning styles:

16. Developed no understanding	1	2	3	4	5	Developed a great deal of understanding

17. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
18. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

VII. Have become cognizant of cultural patterns in the child's environment which often conflict with school expectations:

19. Developed no cognizance	1	2	3	4	5	Developed a great deal of cognizance
20. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
21. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

VIII. Have become sensitized to ways in which minority groups react to social conflict:

22. Developed no sensitivity	1	2	3	4	5	Developed a great deal of sensitivity
23. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
24. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

IX. Have developed teaching and learning strategies which might be employed to bridge the gap between the culture of the home and the school:

25. Developed no strategies	1	2	3	4	5	Developed an extensive number of strategies

26. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
27. Far too few opportunities provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

X. *Have developed strategies for building a positive self-concept among minority groups:*

28. Developed no strategies	1	2	3	4	5	Developed an extensive number of strategies
29. Activities ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
30. Far too few opportunities provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

XI. *Have developed an awareness of existing political structures in the community which can be of value to the poor, as well as, those structures which deny the poor access to the larger society:*

31. Developed no awareness	1	2	3	4	5	Developed a great deal of awareness
32. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
33. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

XII. *Have acquired skills for helping children living in poverty areas develop competencies which they need in order to cope with society external to the school:*

34. Acquired no skills	1	2	3	4	5	Acquired an extensive number of skills
35. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
36. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

XIII. *Have developed self-awareness of the influence you, as a person, might have on an individual from a different cultural setting:*

37. Developed no self-awareness	1	2	3	4	5	Developed a great deal of self-awareness
38. Activities were ill-chosen and ineffective	1	2	3	4	5	Activities very effectively contributed
39. No opportunities were provided	1	2	3	4	5	More than enough opportunities were provided

Comment(s):_____

_____

Name:_____

Pre-Student Teaching Placement:_____

Wave Number:_____

Date:_____